



# Fair is Fair





# Teacher's Guide

## Purpose:

The *Fair is Fair* DVD and teacher's guide is produced in cooperation by the National Park Service and the Brown Foundation to provide teachers of students in grades K-3 resources for teaching concepts of justice, democracy and social awareness. The DVD provides information about the National Park Service and specifically about Brown v. Board of Education National Historic Site in Topeka, Kansas as well as introduces learners to the concepts of fairness in public education. The teacher's guide provides lesson plans, additional resources and suggested learning activities to complement the information introduced in the video.

## Concept:

Rather than try to explain abstract concepts of historical events surrounding the *Brown v. Board of Education* Supreme Court case, the *Fair is Fair* packet is intended to present skills and processes in alignment with the Kansas state benchmarks for Social Studies through music, games, physical activities, and discussion. Appropriate skill levels and benchmarks will be detailed for each grade level.



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## Introduction

## Activities

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Websites

Suggested Readings

### Included Teaching Materials in back pocket of folder

Eagle puppet artwork

Four pages to color

Game board

Spinner board

### SKILLS INTRODUCED:

Sequence/chronological order  
Roles of citizens  
Problem solving  
Compare/contrast  
Cause and effect  
Decision making  
Analyzing issues  
Drawing conclusions  
Comprehension and composition  
Responding to literature  
Retelling a story  
Locating main ideas  
Locating information from a variety of sources  
Using primary and secondary sources  
Using local resources (museums, libraries, etc)  
Speaking to present ideas  
Building interpersonal relationships  
Asking questions  
Evaluation  
Attentiveness





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## Activity 1: Sing the *Fair is Fair* song

✓ **Levels:** K-3

✓ **Subject Areas:** Social Studies, Music

✓ **Objectives:**

- Students will understand and describe how fairness is essential to citizens in school, the community, and in government.
- Students will identify rules created by authorities and explain how citizens participate in implementing them.
- Students will compare how diverse members of a musical group each contribute to the whole and diversity of individuals in a community.

✓ **Skills:**

### **Civics/Social Studies**

- Roles of citizens
- Cause and effect
- Compare and contrast
- Drawing conclusions
- Speaking to present ideas
- Retelling a story
- Locating main ideas

### **Music**

- Singing in groups
- Respond verbally and kinetically to music
- Identify interrelated subjects
- Identify musical style or genre
- Read 4/4 meter signatures, whole, half, quarter, & eighth notes

✓ **Kansas State Standards addressed:**

### **Social Studies**

- Civics 1- Student understands the rule of law as it applies to self, family, school, local, state, and national governments.
- Civics 2- Student understands the shared ideals and the diversity of American society and political culture.
- Civics 4- Student identifies the rights, privileges, and responsibilities of becoming an active civic participant.

### **Music**

- Music 1- Singing alone and with others
- Music 5- Reading and notating music
- Music 6- Listening to, analyzing, and describing music
- Music 8- Understanding relationships between music and other disciplines.





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**Time:** 1-2 class periods

**Procedure:**

**Pre-class preparation**

1. Make photocopies of the *Fair is Fair* sheet music for each student.
2. Invite a guest musician to your classroom to play guitar or piano and lead student singing.
3. Gather simple percussion instruments for group play if available.

**Lesson plan**

4. Allow students to view the *Fair is Fair* DVD in its entirety. Show the video again and have students join with Ranger Rachel in singing the *Fair is Fair* song in the last segment. Lyrics are printed on the screen for singing along.
5. Begin discussion of video content. Allow students to describe the main ideas of the story and identify why being fair is important. Some possible issues to address are:
  - What does it mean to be fair?
  - Who needs to be fair?
  - What happens when rules are unfair?
  - Have you been treated unfairly? How did you feel?
  - What does “segregation” mean? Why was it unfair?
  - Why does the National Park Service remember the Supreme Court case that ended segregation?
  - Why is it important for the government/ school/ family to have rules?
  - What happens when these rules are not followed?
  - How does being polite and saying nice words to others help make things fairer?
6. Pass out copies of the *Fair is Fair* sheet music and have guest musician play through the music and lead the students in singing the song. In depth review of reading music notation could be included but is optional. Students can clap along or play simple percussion instruments along with the music.
7. Have students talk about the song. Include discussion about how the song connects with the main idea of the video. Some possible issues to address are:
  - How does joining in group singing show fairness to one’s classmates? (Think about how Ranger Rachel in the video talked about inviting others to join into group activities.)
  - If percussion instruments are used in group song, discuss how each instrument adds to the diversity of the group. Compare to how different instruments in an orchestra or band each contribute to the whole. Also consider how each citizen contributes to the larger community.

## ASSESSMENT

**H**ave each student draw a picture or write a story about a time that they were treated unfairly. Ask them to share their stories or pictures with the class. Allow students to offer solutions to the unfair situations or ideas about new rules or laws that could have avoided the unfair situation in the first place. Evaluate students understanding of fairness as illustrated in story or picture. Check for higher level thinking on problem solving skills and connection of abstract ideas to subject.

## EXTENSIONS

**H**ave students make their own percussion instruments to play in the class “band” when singing the “Fair is Fair” song. Some possible projects could include maracas, tambourines, wood blocks and sticks, or simple drums.



# Fair is Fair

**E** **B**

Fair is fair.

**E**

Show you care.

**A** **E**

In - vite, be po - lite

**A**

Can I count on you

**B**

To do what's right?

**A E**

Fair is fair!



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## Activity 2: Play a game of “Red Rover”

✓ **Levels:** K-3

✓ **Subject Areas:** Social Studies

✓ **Objectives:**

- Students will identify when rules are not fair.
- Students will work together as a team to determine how to make rules more fair.
- Students will explain why working together as a team is important to making community fair.

✓ **Skills:**

- Roles of citizens
- Problem solving
- Compare and contrast
- Decision making
- Analyzing issues

✓ **Kansas State Standards addressed:**

### **Social Studies**

- Civics 1- Student understands the rule of law as it applies to self, family, school, state, local and national governments.
- Civics 2- Student understands the shared ideals and the diversity of American society and political culture.
- Civics 4- Student identifies the rights, privileges, and responsibilities of becoming an active civic participant.

✓ **Time:** One class period

✓ **Procedure:**

### **Pre-class preparation**

1. Prepare small slips of paper with the following phrases:  
  
Elbows locked  
One finger grip  
Two finger grip  
Three finger grip  
Whole hand grip
2. Place slips of paper into bag or hat.
3. Have at least one adult available to monitor each team.
4. Determine a large space for physical activity either outside or in a gymnasium.





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### Lesson plan

5. Divide the class into two teams and select a team captain for each. Notify the class that the winning team will be rewarded (candy, privileges, etc.)
6. Have the team captains draw out a slip of paper from the bag. The teams will line up on either side of the space and join hands or lock arms as directed by the slip of paper drawn by the team captain. For example, if the paper indicates a “one finger grip”, team members hold hands by only grasping one finger with their neighbors.
7. Begin game of “red rover”. Adult supervisors can choose which side goes first. Team huddles together to select a student from opposing team to “come over.”

First team calls out:

“Red rover, red rover

Let \_\_\_\_\_ (state student’s name) come over!”

8. The student called drops grip with his/her teammates and runs to the other side, trying to break through opposing team’s line. If the runner breaks through, he/she chooses someone from the broken line to return to join the runner’s team. If the runner fails to break through, he/she is caught and must join the opposite team.
9. Obviously, limiting the team’s grasp onto one another will make an unfair advantage to one of the teams. Some students will conclude this even before the game begins, but encourage the teams to try even with unfair rules.
10. After a few rounds, there should be sufficient disgust from the disadvantaged team to begin adjusting the rules. Before restarting the game, have teams come up with suggestions as to how to make the game more fair. Let students decide as a class the new rules for the game and begin again.
11. Continue the game until all students are on one side. (Note: everyone is on the winning team in the end!) Reward the winning team.
12. Following the game, discuss with class why unfair laws or rules need to be changed for the benefit of the whole community. Remind students of the unfair laws that were discussed in the *Fair is Fair* DVD and how the Supreme Court (government) and the people of the United States (community) changed the rules about segregation to make public education fair for everyone. Some possible questions:
  - How was being limited by the rules of the game similar to the rules that kept children of different races from attending school together?
  - What was the best way to fix the problem?
  - Why is it important to change unfair rules?

## ASSESSMENT

Carefully observe teamwork and cooperation between team members. Determine if sportsmanship (good citizenship) is practiced by all participants. Evaluate discussion following game to determine students’ understanding of fairness, rules and the importance of good citizenship.

## OPTIONAL ACTIVITY

In some circumstances, “Red Rover” may be too rough or physical for student play. Substitute another playground game by rearranging the rules to give one team an unfair advantage. Team-based tag games would also work well for this activity.







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## Activity 3: Create a board game

**Levels:** 2-3

**Subject Areas:** Social Studies, Visual Arts, Math

**Objectives:**

- Students will cooperatively produce game board and necessary pieces.
- Students will cooperatively determine rules of game.
- Students will analyze fairness of rules.
- Students will solve problems encountered with game rules of play.

**Skills:**

### **Social Studies**

- Problem solving
- Analyzing issues
- Decision making
- Drawing conclusions
- Sequence/ chronological order
- Roles of citizens
- Cause and effect

### **Visual Arts**

- Application of media techniques
- Sharing artwork with others
- Safe use of simple tools/materials
- Express ideas
- Recognize differences among characteristics and purpose of art
- Identifies interrelated subjects

### **Math**

- Number sense
- Estimation
- Computation
- Equations and inequalities
- Mathematical models
- Patterns/classification

**Kansas State Standards addressed:**

### **Social Studies**

- Civics 1- Student understands the rule of law as it applies to self, family, school, local, state and national governments.
- Civics 2- Student understands the shared ideals and diversity of American society and political culture.
- Civics 4- Student identifies the rights, privileges, and responsibilities of becoming an active civic participant.

### **Visual Arts**

- Art 1- Student understands and applies media techniques and processes.
- Art 2- Student shares artwork with others and tells about how and why they created it.





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- Art 3- Student demonstrates safe use of simple tools/ materials.

#### Math

- Math 1.1- Student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.
- Math 1.4- Computation

**Time:** One week of class periods

#### Materials:

- Poster board for mounting decorated game boards
- Crayons/markers/colored pencils
- Paste/glue/glitter
- Scissors
- Variety of objects for game pieces e.g. buttons, poker chips, marbles, small toys, hard candy, plastic beads, etc., enough so that each player has one game piece
- Dice
- Photocopies of game board components
- Photocopies of game rules

#### Procedure:

1. Game Objective: Help Allen get to Brown v. Board of Education National Historic Site.
2. Allow students to decorate photocopies of game board in any manner they wish.
3. Game boards can be decorated individually or in groups of 3-4.

#### Game Rules:

1. 2-4 players per game will choose their colored marker.
2. After every roll of single die, the student will move their game piece up the corresponding number of spaces and pickup a computation card. If they answer the equation correctly, they will move one more space up. If they answer it incorrectly, they stay in the same space. Students may use a pencil and scratch paper to compute the math questions.
3. When a player lands on a "chance" space, s/he selects the top "chance" card from the pile. The other players will decide what is fair and what is unfair for the player who landed on the "chance" space based on the options presented by the "chance" card selected.
4. Whoever gets Allen to Brown v. Board of Education National Historic Site first wins.

### COMPUTATION ANSWERS FOR CARDS:

$$18¢ + 33¢ = 51¢$$

$$87¢ - 23¢ = 64¢$$

$$52¢ + 11¢ = 63¢$$

How many minutes are in an hour? 60 Minutes

$$7 + 5 + 3 = 15$$

$$4 + 1 + 8 = 13$$

$$9 + 4 + 2 = 15$$

$$150 + 210 = 360$$

$$316 + 548 = 864$$

$$415 + 111 = 526$$

$$724 + 252 = 976$$

$$482 + 34 = 516$$

$$398 + 0 = 398$$

$$527 + 0 = 527$$

$$94 - 26 = 68$$

$$67 - 41 = 26$$

$$57 - 49 = 8$$

$$847 - 610 = 237$$

$$518 - 212 = 306$$

$$257 - 72 = 185$$

$$756 - 270 = 486$$

$$823 - 24 = 799$$

Count by 5's and find the missing number: 45, 50, ..., 55 20, 25, 30, 35 85, 90, 95, 100

Does  $4 + 9 = 9 + 4$ ? Yes

Does  $2 + 7 = 7 + 2$ ? Yes

Is  $9 = 3 + 6$  the same as  $3 + 6 = 9$ ? Yes

Is  $6 = 3 + 3$  the same as  $3 + 3 = 6$ ? Yes This is a Square...What is the length? 4





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Computation

$$18¢ + 33¢ =$$

Computation

$$87¢ - 23¢ =$$

Computation

$$52¢ + 11¢ =$$

Computation

How many  
minutes are  
in an hour?

Computation

$$7 + 5 + 3 =$$

Computation

$$4 + 1 + 8 =$$

Computation

$$9 + 4 + 2 =$$

Computation

$$150 + 210 =$$

Computation

$$316 + 548 =$$

Computation

$$415 + 111 =$$

Computation

$$724 + 252 =$$

Computation

$$482 + 34 =$$

Computation

$$398 + 0 =$$

Computation

$$527 + 0 =$$

Computation

$$94 - 26 =$$

Computation

$$67 - 41 =$$

Computation

$$57 - 49 =$$

Computation

$$847 - 610 =$$



Answer:

**63¢**

Answer:

**64¢**

Answer:

**51¢**

Answer:

**13**

Answer:

**15**

Answer:

**60 Minutes**

Answer:

**864**

Answer:

**360**

Answer:

**15**

Answer:

**516**

Answer:

**976**

Answer:

**526**

Answer:

**68**

Answer:

**527**

Answer:

**398**

Answer:

**237**

Answer:

**8**

Answer:

**26**



Fair  
is  
Fair

Computation

$$518 - 212 =$$

Computation

$$257 - 72 =$$

Computation

$$756 - 270 =$$

Computation

$$823 - 24 =$$

Computation

Count by 5's and find  
the missing number

45, 50, ...

Computation

Count by 5's and find  
the missing number

20, ..., 30, 35

Computation

Count by 5's and find  
the missing number

85, 90, 95, ...

Computation

$$\text{Does } 4 + 9 = \\ 9 + 4 ?$$

Computation

$$\text{Does } 2 + 7 = \\ 7 + 2 ?$$

Computation

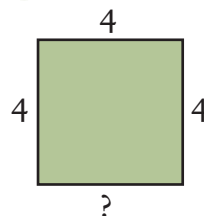
Is  $9 = 3 + 6$   
the same as  
 $3 + 6 = 9$  ?

Computation

Is  $6 = 3 + 3$   
the same as  
 $3 + 3 = 6$  ?

Computation

This is a  
square.  
What is the  
missing  
length ?



Chance



Chance



Chance



Chance



Chance



Chance



Answer:

**486**

Answer:

**185**

Answer:

**306**

Answer:

**25**

Answer:

**55**

Answer:

**799**

Answer:

**yes**

Answer:

**yes**

Answer:

**100**

Answer:

**4**

Answer:

**yes**

Answer:

**yes**

Move forward 2 spaces or the two players to your right move back 3 spaces.

Stay where you are or the player to your left move ahead 4 spaces.

Move forward 2 spaces and the player who is in first place goes back to start

Move 1 space back or get skipped 3 turns.

Switch places with the player who is in last place or move ahead one space.

Answer 3 questions from the math cards, if you answer all three correctly move ahead 2 spaces, or answer 1 card question and move ahead one space if answered correctly.



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Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Chance



Lose all turns for 5 minutes or you move back 1 space.

Switch places with the player to your left or stay where you are.

Move forward 3 spaces or send all the other players back 2 spaces.

Spin again and move ahead that number of spaces or send the other players back that amount.

Move forward 2 spaces or move the player that is in last place back 5 spaces.

Move back 1 space or every player moves back 3 spaces.

Choose another chance card or move back 3 spaces.

Move forward 1 space or choose a computation card and move ahead 2 spaces if answered correctly.

Say something nice to the other players and move ahead one space or stay where you are.

Go back to start or every player moves forward 1 space.

Give every player a high five and every player moves ahead 1 space or move back 2 spaces.

Shake every player's hand and tell them thank you and every player moves ahead 1 space.

Move forward 1 space or every player moves back 2 spaces.

Move back 2 spaces or every player moves back 4 spaces.





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## Activity 4: Circle Time Spinner

✓ **Levels:** K-3

✓ **Subject Areas:** Social Studies, Language Arts

✓ **Objectives:**

- Students will identify appropriate polite and fair behaviors exhibited during the school day by themselves and classmates.
- Students will orally articulate emotions and ideas concerning fair behaviors.
- Students will construct a paragraph describing their responses to spinner questions.

✓ **Skills:**

### **Social Studies**

- Roles of citizens
- Observing
- Retelling a story
- Compare/contrast
- Analyzing issues

### **Listening, Viewing, Speaking**

- Comprehension
- Participation in groups
- Evaluation
- Attentiveness

✓ **Kansas State Standards addressed:**

### **Social Studies**

- Civics 4- Students recognizes the rights, responsibilities and privileges of becoming an active civic participant.

### **Listening, Viewing, Speaking**

- Listening 1: The effective listener is attentive
- Listening 3: The effective listener understands the message.
- Listening 6: The effective listener participates appropriately in small groups.
- Speaking 2: The effective speaker participates in a variety of communication opportunities.
- Speaking 3: The effective speaker produces a coherent message.
- Speaking 6: The effective speaker participates appropriately in small groups.

✓ **Time:** Approximately 15-20 minutes at end of day





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### Procedure:

#### Lesson plan

1. Gather class into circle on floor or in chairs at end of day.
2. Allow each student a turn at spinning the spinner and answering the appropriate question or completing designated task.
3. Encourage students to think about their own and each others' behavior and politeness during school that day.
4. Ensure that the appropriate listening and speaking skills are used during exercise (attentiveness, courtesy, appropriate word choices, etc.).

### ASSESSMENT

Observe students' responses during circle time and assess appropriate listening and speaking skills. Also assess students' participation and behaviors appropriate to civic participation and courtesy. Grade student essays for reading and writing skills.

### EXTENSIONS

1. Assign students write a paragraph or short essay describing their responses to the spinner questions. Paragraphs could be assigned as homework or for next class day.
2. Create a class book with the students' paragraphs or short essays by allowing students to draw illustrations to their stories. Combine student work into single book and display in classroom or for parents' viewing.





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## Activity 5: Allen the Eagle Puppet

✓ **Levels:** K-3

✓ **Subject Areas:** Art, Literature

✓ **Objectives:**

- Students will create their own Allen the Eagle puppet out of a lunch bag
- Students will explain how Allen chose the fairest solution to the conflict in the story

✓ **Skills:**

- Responding to literature
- Retelling a story
- Art

✓ **Kansas State Standards addressed:**

### Visual Arts

- Standard 1: Understanding and applying media techniques and processes  
Benchmark 2: Share artwork with others and tell how and why they did it.  
Benchmark 3: Demonstrate safe use of simple tools/materials.

### Literature

- Standard 2: The student reads and responds to a variety of text.  
Benchmark 1: The student uses literary concepts to interpret and respond to text.

✓ **Time:** One class period

✓ **Materials Needed:**

- Photocopies of Allen the Eagle cutout for each student
- Acrylic paint, markers or crayons
- Popsicle sticks
- Glue
- Felt, feathers, eyes or other craft decorations

✓ **Procedure:**

1. Have students cutout, decorate and assemble puppets according to directions on photocopied handout.
2. Have the class sit in a circle and cooperatively discuss scenarios for puppet show. Encourage stories that promote fair and polite behavior.
3. Use Allen to create a puppet show that explains how Allen chose the fairest solution to the conflict in the story.
4. Have students work in pairs or groups of three to present short puppet plays.





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## ASSESSMENT

Evaluate the students' Allen the Eagle puppet, check for appropriate placement of material and paint on the puppet. Through observation during the puppet show, check for an understanding of fairness and how Allen chose the fairest solution to the conflict.

## EXTENSIONS

1. Create figures of children out of construction paper to use on the flannel board.
2. Display scenarios on the flannel board that are unfair and have the students decide, using problem solving skills, what to do to make it fair.  
Suggestions:
  - Have a group of children playing with one child not invited to play.
  - Two children playing with a ball and another student takes the ball away.
  - Students are lined up to go to lunch and a student cuts in line.
  - While playing a game, one student accidentally knocks down another student and does not apologize.
3. Story ideas for puppet shows or flannel board plays.
  - The Park Ranger tells Allen about his grandpa who remembers *Brown v. Board of Education* during the 1950s.
  - Allen is then motivated to go and help create fairness but he is not sure what is fair.
  - Tell the story about *Brown v Board of Education* again to make sure the students realize that segregation was ended by this decision. It will explain what fairness is again and students will be able to predict solutions to unfair situations by empathy. At the end, Allen discovers what fairness is and flies away to teach others about it.





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## Activity 6: Commonalities

✓ **Levels:** 1-3

✓ **Subject Areas:** Writing

✓ **Objectives:**

- Using a Venn diagram, students will work together to determine common likes, dislikes, and traits.
- Students will present their findings to the class.
- Students will write an essay comparing and contrasting their partner.

✓ **Skills:**

- Compare and contrast
- Speaking to present ideas
- Comprehension and composition

✓ **Kansas State Standards addressed:**

**Writing:**

- The student writes effectively for a variety of audiences, purposes, and context.  
Benchmark 2: The student writes expository text using the writing process.

✓ **Time:** One Class Period

✓ **Materials Needed:**

- Photocopies of Venn Diagrams for each pair of students to use at desk
- Venn Diagram large enough to be presented in front of class

✓ **Procedure:**

1. Pair up students with others they normally do not interact with in school.
2. Using a Venn diagram, have students write their name below one circle and their partner's name below the other circle.
3. Traits that they have in common are placed where the circles overlap and traits that are unique to the student go in the separate areas of the circles above the students' names.
4. Some possible similarities might include:
  - What foods do they like; pizza, hamburgers, ice cream?
  - What activities do they like to do; sports, play video games, read?
5. Give students approximately 10 minutes to discussion and write their traits on the Venn diagram.
6. After the students are finished with their diagrams, have them form a circle with the class. The partners need to sit next to each other and share their findings with the class. Students or the teacher can use a large Venn diagram to demonstrate their findings with the class.

### ASSESSMENT

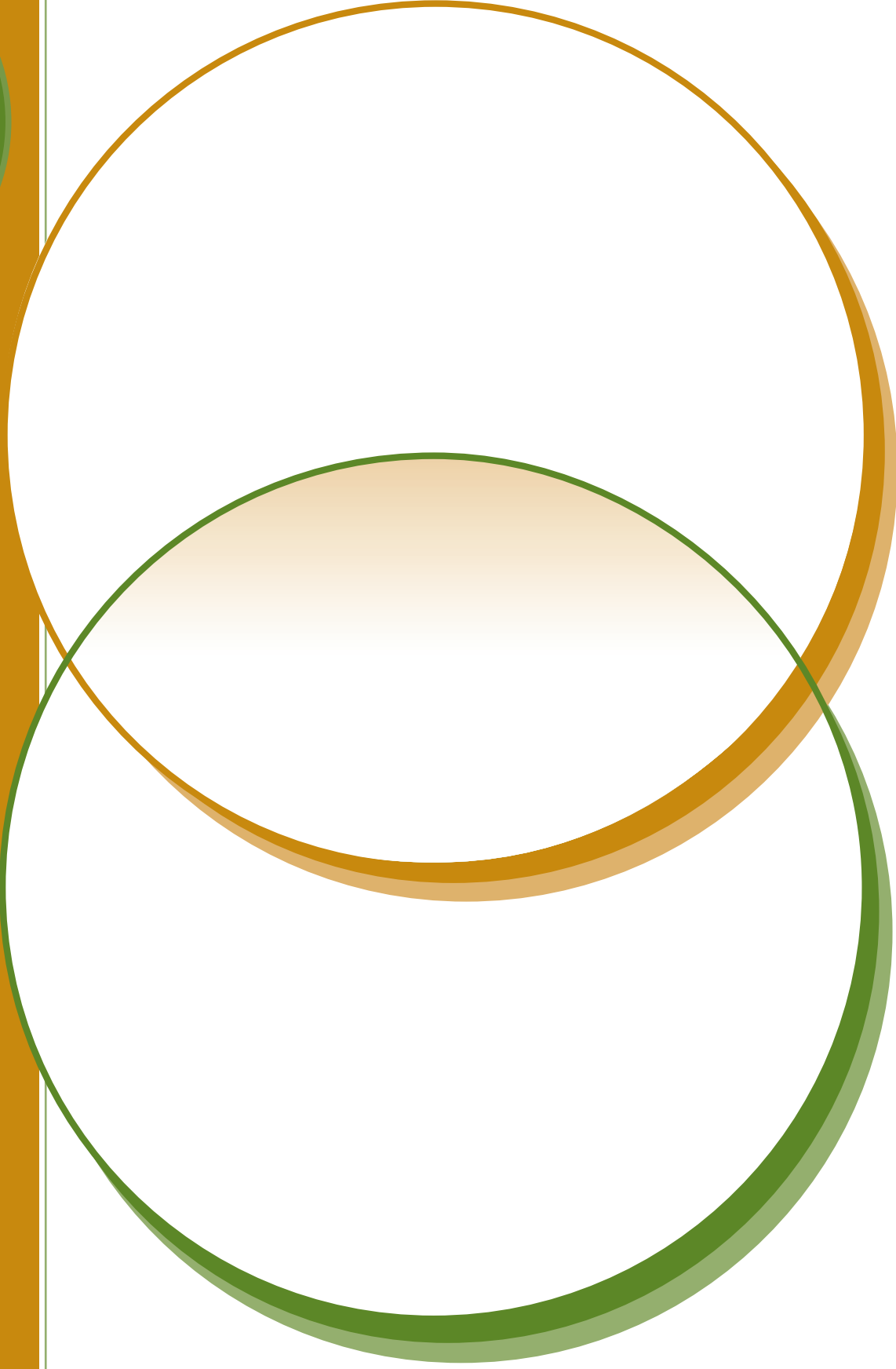
**H**ave the students write a compare and contrast essay on the common and unique traits of their partner. The Venn diagram should be used to help guide the students on their paper. Evaluate students understanding of compare and contrast writing, as well as spelling, punctuation, and grammar.





# Alike and Different

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Name: \_\_\_\_\_

Name: \_\_\_\_\_



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## Activity 7: Secret Friend

✓ Levels: K-3

✓ Subject Areas: Writing

✓ Objectives:

- Students will interact with randomly selected students by being extra polite and including them in their activities.
- Students will write a paper explaining who they believe their secret friend is.

✓ Skills:

- Speaking to present ideas
- Building Interpersonal Relationships

✓ Kansas State Standards addressed:

Writing:

- The student writes effectively for a variety of audiences, purposes, and context.  
Benchmark 2: The student writes expository text using the writing process.

✓ Time: One Week of class periods

✓ Procedure:

1. On a piece of paper write down every student's name. Cut the names into individual piece of paper and place them into a hat.
2. Have the students pick a name from the hat that they will be a secret friend to for a week.
3. As a secret friend, they are to demonstrate extra politeness or take extra effort to include their friend in their activities.
4. Observe the secret friend's behavior to make sure they are following instructions and truly being friendly.
5. At the end of the week, students will try to guess who their secret friend was. Have them write a short paper on who they believe their secret friend is and why.
6. Once all the students are finished with their paper, have them read it to the class.
7. It is not important for the student to know who their secret friend is. What is important is that the secret friend tries to be extra polite and include them into their activities.
8. Since this is a week long activity, during the week you will probably have to remind students to be extra polite to their secret friend.

### ASSESSMENT

Evaluate the students' paper based on spelling, punctuation, and grammar. As stated before, it is not important if the students do not know who their secret friend is but it is important that the secret friend tries to be extra polite and tries to include them into their activities. Observe the secret friends behavior and evaluate if they gave the extra effort needed for the assignment.





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## Activity 8: Community Interviews

✓ **Levels:** K-3

✓ **Subject Areas:** Social Studies, Language Arts

✓ **Objectives:**

- Students will identify a relative or family friend, possibly a grandparent, who remembers the *Brown v. Board of Education* Supreme Court case in 1954 or the Civil Rights Movement.
- Students will interview that person to learn about their memories and experiences.
- Students will report the stories back to the class.

✓ **Skills:**

- Speaking to present ideas
- Retelling a story
- Attentiveness
- Comprehension
- Interpersonal relationships
- Asking questions
- Locating main ideas

✓ **Kansas State Standards addressed:**

### **Social Studies**

- Civics 2- Student understands the shared ideals and diversity of American society and political culture.
- History 1- Student understands the significance of important individuals and major developments in history.
- History 4- Student engages in historical thinking skills.

### **Listening, Viewing, Speaking**

- Listening 1: The effective listener is attentive
- Listening 3: The effective listener understands the message.
- Speaking 2: The effective speaker participates in a variety of communication opportunities.
- Speaking 3: The effective speaker produces a coherent message.

✓ **Time:** 2-3 class periods

✓ **Procedure:**

1. Read a story to the class appropriate to grade level about a Civil Rights Movement leader or about the *Brown v. Board of Education* Supreme Court case. A list of recommended reading is located in the appendix of this booklet.
2. Discuss with the class the importance of the Civil Rights Movement and how the changes in law that resulted helped make life in our nation more fair for all communities.







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3. Encourage students to identify a relative or family friend who lived through the Civil Rights Movement. Have students interview their subject to find out about their memories or recollections concerning the events of the 1950s and 1960s. You may want to prepare students for the interview by having the class come up with some questions that they should ask their interview subjects. Print up copies of the questions for the students to take to their own interviews.
4. Have students report their findings back to the class. Students should enjoy retelling stories they heard from their interview subjects.

## ASSESSMENT

Evaluate students' participation in the classroom discussion following the story and during the question preparation period. Check for comprehension of issues surrounding the Civil Rights Movement. Review difficult vocabulary that may arise from *Fair is Fair* DVD or from readings. For older students, assess performance on the vocabulary quiz puzzle.

## EXTENSIONS

1. Instead of each student doing individual interviews, invite a guest speaker to come to your class to talk about his or her own recollections of the Civil Rights Movement or *Brown v. Board of Education*. Have the class prepare questions prior to the speaker's visit.
2. For older students, have each child write a paragraph or short essay about what he or she learned from the interview subjects. Collect all essays together into a class book to display for parents or rest of school.



# Fair is Fair

The scrambled vocabulary words below are important to the Civil Rights Movement and to the Brown v. Board of Education National Historic Site. A list of clues are available below.

1. geansiorgte \_\_\_\_\_

2. tumpeCoreuSr (2 words)

\_\_\_\_\_

3. ldlrauorhahgsMoT (2 words)

\_\_\_\_\_

4. aeytquli \_\_\_\_\_

5. nvondt.ooBcBduiaworarfE (5 words)

\_\_\_\_\_

\_\_\_\_\_

6. srapedhile \_\_\_\_\_

7. cMoSneoroloh (2 words)

\_\_\_\_\_

8. ercPvoiktiNeanraaS (3 words)

\_\_\_\_\_

## Clues:

1. This word means that African American and white children could not go to school together.
2. This is the highest court in the United States. It decided that segregation in public schools was unfair and made it illegal.
3. This man was a lawyer who helped present the *Brown v. Board of Education* case before the Supreme Court. He became the first African American Supreme Court Justice.
4. This word means that all citizens are valued and treated the same.
5. This is the lawsuit that was decided by the Supreme Court on May 17, 1954 which ended segregation in schools.
6. This word means that someone shows good character, fairness and politeness to everyone and encourages others to do the same.
7. This is one of the African American schools that was represented in *Brown v. Board of Education* Supreme Court case.
8. This is the government agency that protects and preserves Brown v. Board of Education National Historic Site, Mount Rushmore, and the Statue of Liberty.



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# Fair is Fair

## Teachers' Answer Key

1. segregation
2. Supreme Court
3. Thurgood Marshall
4. equality
5. *Brown v. Board of Education*
6. leadership
7. Monroe School
8. National Park Service





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Samuel K. Smith. Artist.

## Additional Resources

### Websites

<http://www.nps.gov/brvb>  
<http://www.brownvboard.org>  
<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/121brown/index.htm>  
<http://www.bcala.org/brown.htm>  
<http://www.aft.org/teachers/brown-civilrights.htm>  
[http://www.crf-usa.org/brown50th/brown\\_v\\_board\\_links.htm](http://www.crf-usa.org/brown50th/brown_v_board_links.htm)  
<http://brownat50.org/>

### Additional Readings

#### Thurgood Marshall and the Supreme Court

Adler, David A. *A Picture Book of Thurgood Marshall*. New York: Holiday House. 1997.

Barnes, Peter W. and Barnes, Cheryl Shaw. *Marshall, the Courthouse Mouse: A Tail of the U.S. Supreme Court*. Alexandria, Virginia: VSP Books. 1998.

Frost, Helen. *Thurgood Marshall*. Mankato, Minnesota: Pebble Books. 2003.

Gibson, Karen Bush. *Thurgood Marshall*. Mankato, Minnesota: Bridgestone Books. 2002.

LaVert, Suzanne. *The Supreme Court*. New York: Benchmark Books. 2003.

Marsh, Carol. *Thurgood Marshall, Civil Rights Soldier*. Gallopade International. [www.1000readers.com](http://www.1000readers.com).

#### *Brown v. Board of Education*

Fireside, Harvey and Fuller, Sarah Betsy. *Brown v. Board of Education: Equal Schooling for All*. Springfield, New Jersey: Enslow Publishers. 1994.

Good, Diane. *Brown v. Board of Education*. New York: Children's Press. 2004.





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### Civil Rights Movement and Leaders

Adler, David A. *A Picture Book of Rosa Parks*. New York: Holiday House. 1993.

Coles, Robert. *The Story of Ruby Bridges*. New York: Scholastic, Inc. 1995.

Haskins, Jim. *I Am Rosa Parks*. New York: Puffin Books. 1997.

Johnson, Angela. *A Sweet Smell of Roses*. New York: Simon & Shuster. 2005.

Mattern, Joanne. *Young Martin Luther King, Jr.: I Have a Dream*. Troll Associates. 1992.

Moore, Johnny Ray. *Meet Martin Luther King, Jr.* Nashville, Tennessee: Ideals Children's Books. 2002.

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* New York: Hyperion Books for Children. 2001.

Ringgold, Faith. *If a Bus Could Talk: The Story of Rosa Parks*. New York: Simon & Shuster. 1999.

### Teaching Resources

Menkart, Deborah, Murray, Alana D. and View, Janice L. Eds. *Putting the Movement Back into Civil Rights Teaching: A Resource Guide for K-12 Classrooms*. Teaching for Change, Publishers. 2004.

Turck, Mary C. *The Civil Rights Movement for Kids: A History with 21 Activities*. Chicago: Chicago Review Press. 2000.





National Park Service  
U.S. Department of the Interior

## **Brown v. Board of Education**

National Historic Site  
1515 SE Monroe Street  
Topeka, KS 66612-1143  
785 354-4273  
[www.nps.gov/brvb](http://www.nps.gov/brvb)